

My today's class is about the movie "The Motorcycle Diaries", which tells the story of the journey that Ernesto Guevara and Alberto Granado made through several Latin American countries.

Context:

→Students have already watched this movie.

→We have also done exercises to activate their prior knowledge and develop interest in the movie before starting to watch it, such as: I showed them DVD cover with the title and some photos and asked what they thought the movie was going to be about, if they knew who Che Guevara was, etc.

→In the class there are 15 students and the class lasts 80min.

→It is Spanish as a foreign language class.

At the beginning of the class I welcome students and ask them to talk during 3min with their colleague about what they have done recently.

Then, I explain that today during the class we are going to talk about the film "The Motorcycle Diaries", which we have already watched, and we are going to do various activities, review past tenses, which we already studied, and vocabulary related to the movie.

I start to show my power point presentation to students.

PPT slide 1

First, I ask them what they think about the movie, what their impressions are, if they liked it, thought it was interesting or not.

PPT slide 2

Now I divide students into 3 groups. In each group there are 5 students.

We will start by reconstructing some data about the movie. We're doing it through a Jeopardy game. The questions that are the most difficult are worth \$50, the ones that have medium level of difficulty are for \$30, and the easiest ones are for \$10.

First they have to decide how much money they want to choose the questions for: 50, 30 or 10. If the answer is wrong or there is no answer, the group does not receive any money and the question goes to the next group. The group that is going to make most "money" will be the winner. I also do the lottery to determine which group will be the first, the second, etc.

PPT slide 3

We repeat the title of the movie and discuss how it is related to the movie's content.

PPT slide 4

Now I ask students who the main characters in the movie are.

We remind that the movie is based on the travel diaries of Ernesto Guevara, one of the ideologist and commanders of the Cuban Revolution, and Alberto Granado, Argentine scientist and writer.

PPT slide 5

In pairs they have to fill in this [chart](#) about physical description and personality. Then we check the answers out loud.

PPT slide 6

After this, I ask them what the main themes in the movie are and a volunteer writes down their answers in power point presentation or on the board.

As they will surely mention traveling, as one of the themes, I also ask them if anyone visited any Latin America countries and if so, what their impressions are, and if they liked them, etc.

PPT slide 7

Now we will check students' knowledge of Latin America. The first [exercise](#) consists in identifying Hispanic countries and capital cities. They do this exercise in groups. In the meantime I also put the song of Calle 13 "América Latina" and they need to finish their exercise till the end of the song.

I also ask them what language appears at the beginning of the song? It is quechua.

Then, they tell me out loud the names of the Spanish speaking countries in Latin America and their capitals.

PPT slide 8

Now we do the second [exercise](#) with the map. At the bottom there are listed numerous cities through which Che Guevara and Alberto are traveling. Students need to join these cities with numbers and recreate the route of Ernesto and Alberto through Latin America.

PPT slide 9

One week ago we were reviewing past tenses: the preterit and imperfect. I ask students when we use these tenses and what the differences between them are.

They will surely know the answers, but I also repeat that the preterit is used when an event happened once and lasted very little time. The imperfect, on the other hand, is used to express actions that happened repeatedly in the past.

I ask them how these both tenses are formed and they need to conjugate orally some verbs, for example, "visitar", "tener", "salir" for preterit and "viajar", "comer", "dormir" for imperfect.

PPT slide 9

We will review the forms of the past tenses and students are going to do this exercise about the biography of Ernesto Che Guevara in pairs.

[Handouts](#)

PPT slide 10

This exercise is related to the vocabulary that we will need later for the summary of the movie. Students have to join the words with their definitions and then create derivatives (verbs, nouns, and adjectives as indicated).

[Handouts](#)

PPT slide 11

I ask students what their favorite scenes from the film are. I show them the screen shots of the most significant, in my opinion, scenes that I took while watching the movie. The

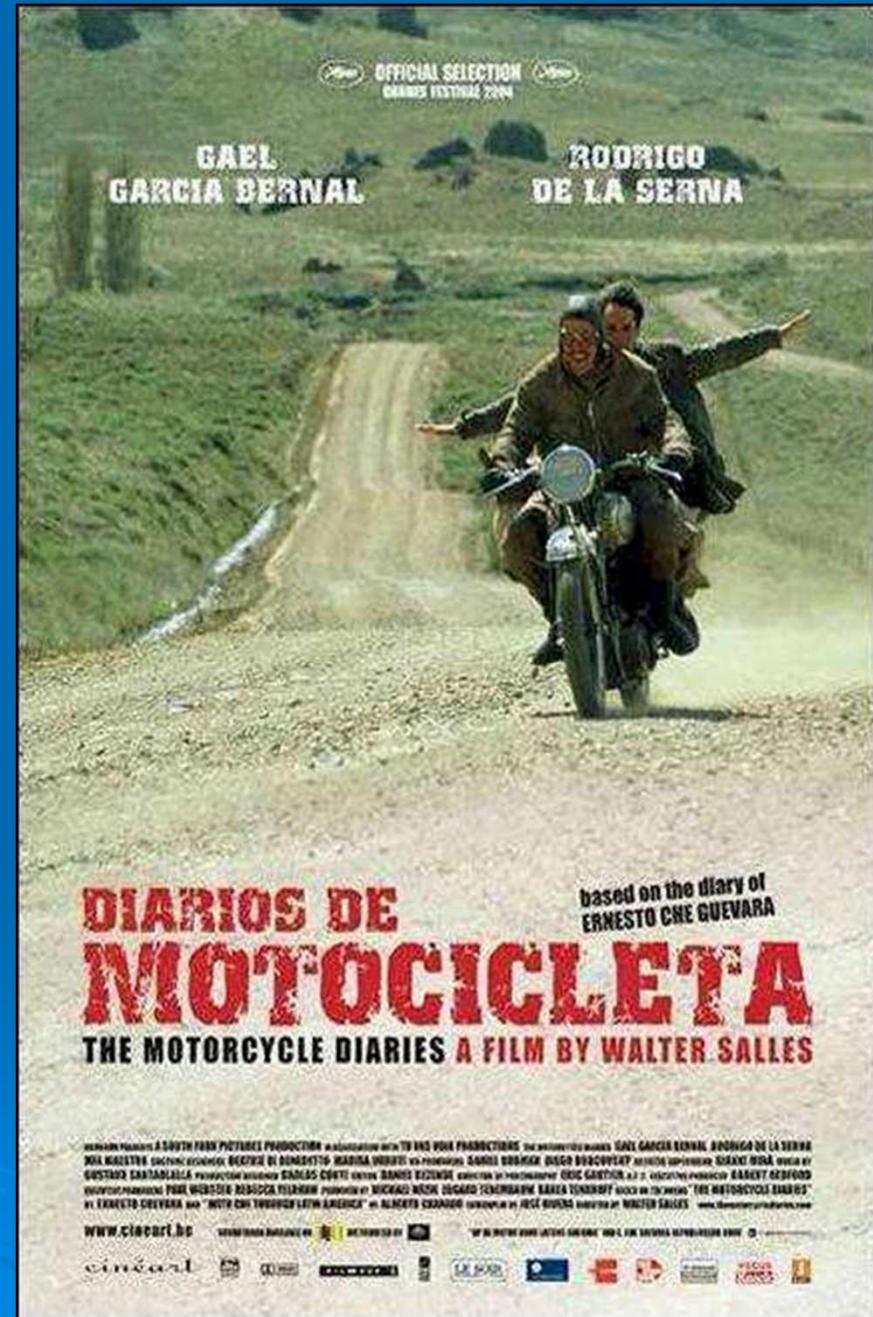
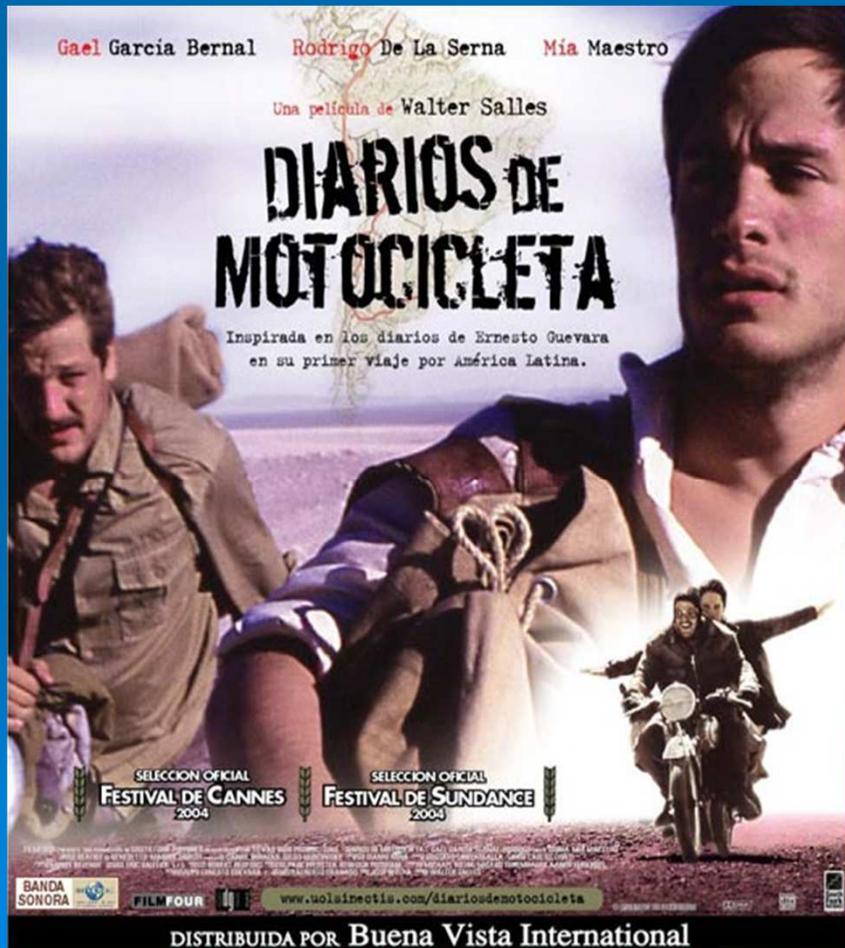
pictures are in chronological order. The first group will deal with photos 1, 2, 3. The second with 4, 5, 6. The third group with 7, 8, 9. The fourth with 10, 11, 12. And the fifth with 13, 14, 15.

Students work in 5 groups, each person receives [one picture](#).

First, they have to discuss with a partner their pictures, comment on what happened before and after. Then each group needs to write a short (like 4-5 lines) summary based on the photos they have. We do this using the Google document that I already shared with them, so that we can see their progress on the screen.

At the end, I just remind students about what they need to do for next class and if there are any compositions or exercises that they need to hand in this week. I also give them [handouts](#) about the curiosities about the movie that I found on Internet so that they could read them at home.

DIARIOS DE MOTOCICLETA



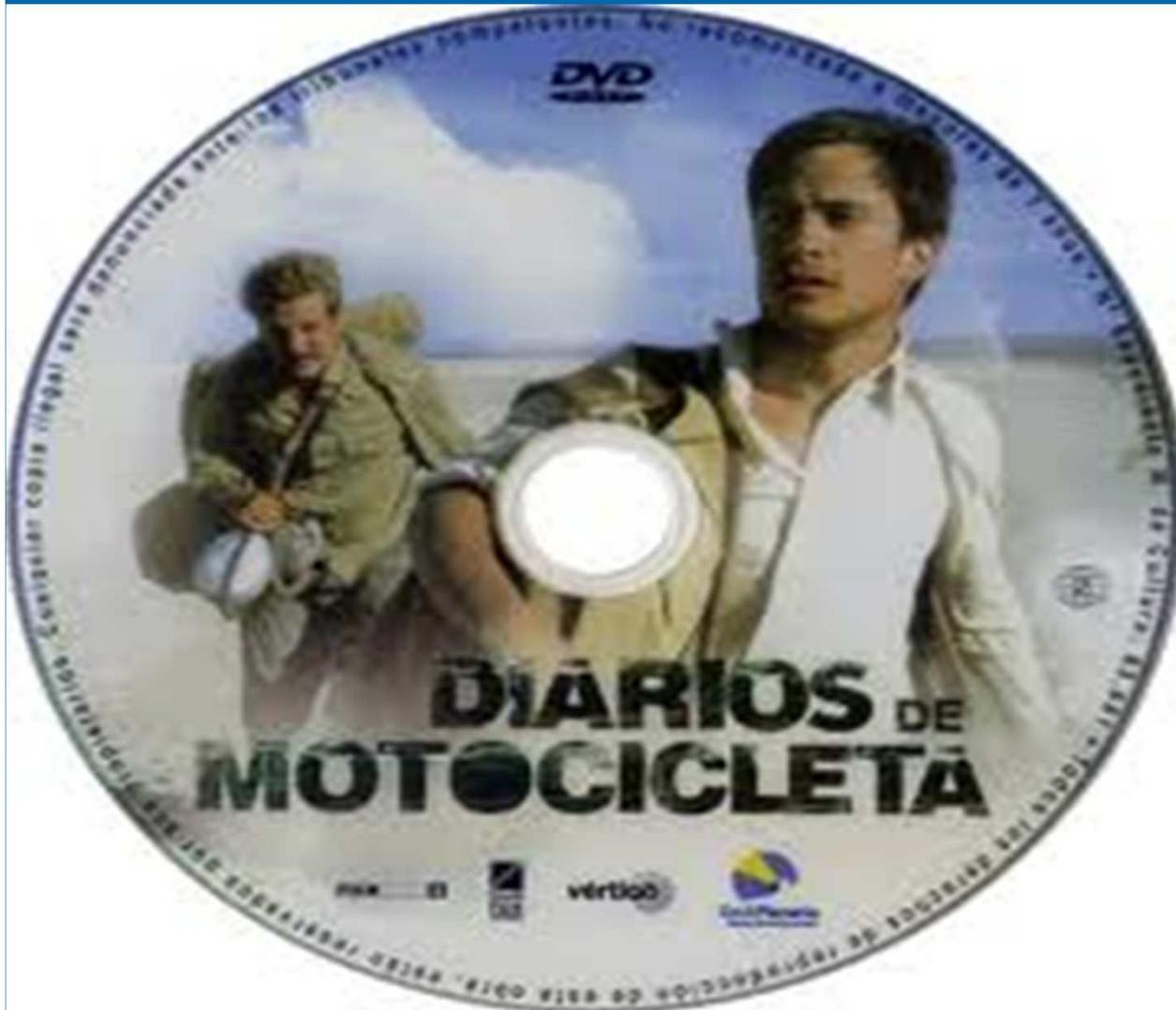
DIARIOS DE MOTOCICLETA

Conozco la película...

| | |
|------------------|-------------|
| Excelente | 50\$ |
| Bien | 30\$ |
| Hm... | 10\$ |

DIARIOS DE MOTOCICLETA

El título



DIARIOS DE MOTOCICLETA

Personajes principales



DIARIOS DE MOTOCICLETA

Personajes principales

| | Ernesto «Che» Guevara de la Serna | Alberto Granado |
|---------------------------|--|----------------------------|
| Nombre del actor | Gael García Bernal | Rodrigo de la Serna |
| Descripción física | | |
| Personalidad | | |

DIARIOS DE MOTOCICLETA

*Mapa mudo
identifique los países hispanos
y las capitales*



A
mé
ri
ca

La
ti
na

DIARIOS DE MOTOCICLETA

A
mé
ri
ca

La
ti
na

<http://www.youtube.com/watch?v=DkFJE8ZdeG8>

DIARIOS DE MOTOCICLETA

DIARIOS DE MOTOCICLETA
La ruta de Ernesto y Alberto por Hispanoamérica
para completar durante la película

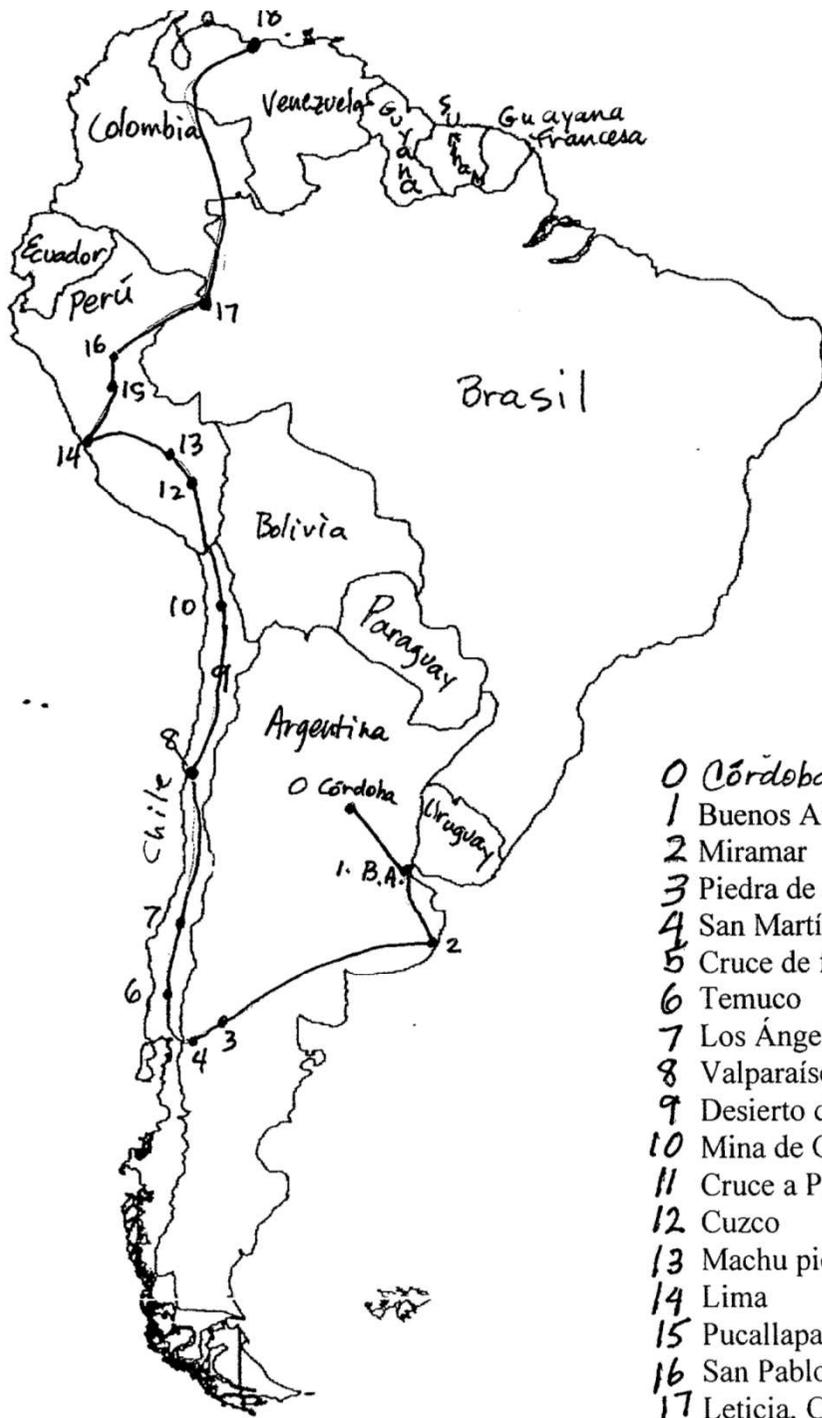


- () Piedra de Águila
- () Temuco
- () Lima
- () Caracas (Venezuela)
- () Desierto de Atacama
- (1) Buenos Aires
- () Pucallapa
- () Cruce de frontera a Perú
- () Leticia (Colombia)
- () Cruce de frontera a Chile
- () San Pablo
- () Mina de Chuquicamata
- () Córdoba
- () San Martín de los Andes
- () Miramar
- () Los Ángeles
- () Machu Pichu
- () Valparaíso
- () Cuzco

respuestas →

A
mé
ri
ca

La
ti
na



- 0 Córdoba
- 1 Buenos Aires
- 2 Miramar
- 3 Piedra de Águila
- 4 San Martín de los Andes
- 5 Cruce de frontera a Chile
- 6 Temuco
- 7 Los Ángeles
- 8 Valparaíso
- 9 Desierto de Atacama
- 10 Mina de Chuquicamata
- 11 Cruce a Perú
- 12 Cuzco
- 13 Machu pichu
- 14 Lima
- 15 Pucallapa
- 16 San Pablo
- 17 Leticia, Colombia
- 18 Caracas, Venezuela

Pasado

De repente una bomba explotó.



Todos los domingos comía pastel en el desayuno.



Ernesto "Che" Guevara, 1928–1967: Revolucionario marxista y líder guerrillero: Completa la primera página, usando el pretérito (habló), el imperfecto (hablaba) o el infinitivo (hablar).

A los 2 años de edad Che Guevara _____ (desarrollar) asma y poco después su familia _____ (mudarse) para el clima más seco de Alta Gracia (Córdoba) donde su salud no mejoró. Su educación primaria la _____ (hacer) en su hogar, gracias a su madre, Celia de la Serna. Eventualmente _____ (convertirse) en un voraz lector de Marx, Engels y Freud que _____ (estar) todos disponibles en la biblioteca de su padre. Es probable que haya leído algunos de sus trabajos antes de ir a la escuela secundaria (1941), donde sobresalió sólo en literatura y deportes. Generalmente _____ (estar) impresionado por los refugiados de la Guerra Civil Española y por la larga serie de crisis políticas en Argentina que _____ (culminar) en la dictadura de Juan Perón. Aunque sus padres, notablemente su madre, _____ (ser) activistas anti-peronistas, el Che _____ (mostrar) poco interés en la política en la Universidad de Buenos Aires (1947) donde _____ (estudiar) medicina.

En 1947 _____ (hacer) el primero de sus viajes, explorando el norte de Argentina en una bicicleta, y por primera vez estando en contacto con los pobres y los pocos sobrevivientes de las tribus indígenas. En 1951, después de _____ (tomar) sus penúltimos exámenes, _____ (realizar) una jornada mucho más larga; acompañado por un amigo, visitó el sur de Argentina, Chile, Perú, Colombia, Venezuela, y Miami. Ernesto regresó a casa para sus últimos exámenes seguro de una sola cosa: que no se _____ (querer) convertir en un practicante clase-media.

Después de graduarse en dermatología, _____ (ir) a La Paz, Bolivia, durante la Revolución nacional que él condenó de oportunista. De ahí _____ (pasar) a Guatemala durante la presidencia socialista de Arbenz; aunque _____ (ser) ya para entonces marxista, lector de Lenin, _____ (negarse) a unirse al partido comunista. Allí _____ (conocer) a Hilda Gadea, marxista de ascendencia indígena que le _____ (presentar) a Nico López, uno de los compañeros de Fidel Castro.

Vocabulario

| | |
|--|--|
| 1. La ruta | a) Acción repentina que se hace sin preparación, con los medios de los que se disponga en ese momento. |
| 2. El bioquímico Adjetivo→..... | b) Esperar con seguridad y credulidad que algo suceda o que alguien se comporte como se desea. |
| 3. La lepra | c) Trazar o formar el plan de una obra. |
| 4. Confiar Sustantivo→..... | d) Sustancia que se administra con fines curativos o preventivos de una enfermedad. |
| 5. El tumor | e) Persona que se dedica profesionalmente a la bioquímica. |
| 6. La tienda de campaña (AmL carpa) | f) Infección crónica producida por el bacilo de Hansen, caracterizada por lesiones de la piel, nervios y vísceras, sobre todo tubérculos, manchas y úlceras. |
| 7. El viaje Verbo: Sustantivo: | g) Yacimiento de minerales. |
| 8. El medicamento (AmL remedio) | i) Asilo, amparo. |
| 9. La improvisación Verbo→..... | j) Ayuda que se presta en caso de peligro o necesidad. |
| 10. La hospitalidad | k) Conjunto de maderos que, unidos, forman una superficie flotante. |
| 11. Planear Sustantivo→..... | l) Cubierta de lona que se extiende sobre un espacio para darle techo. |
| 12. La mina Verbo→..... | m) Acogida y asistencia a los necesitados. |
| 13. La balsa | n) Camino o itinerario de un viaje. |
| 14. El refugio Verbo→..... Adjetivo→..... | ñ) Recorrido o itinerario que se realiza para ir de un lugar a otro. |
| 15. El socorro Verbo→..... | o) Hinchazón y bulto que se forma anormalmente en alguna parte del cuerpo. |

Escenas claves

